

PART I - ELIGIBILITY CERTIFICATION

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2009-2010 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years, 2005, 2006, 2007, 2008 or 2009.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

Does not apply to private schools

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☒ Suburban school with characteristics typical of an urban area
- ☐ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 1 Number of years the principal has been in her/his position at this school.

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	11	21	32	6	0	0	0
K	5	6	11	7	0	0	0
1	10	7	17	8	0	0	0
2	9	7	16	9	0	0	0
3	6	8	14	10	0	0	0
4	6	10	16	11	0	0	0
5	0	0	0	12	0	0	0
TOTAL STUDENTS IN THE APPLYING SCHOOL							106

6. Racial/ethnic composition of the school: 0 % American Indian or Alaska Native
1 % Asian
10 % Black or African American
13 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
72 % White
4 % Two or more races
100 % **Total**

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 8 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	1
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	10
(3)	Total of all transferred students [sum of rows (1) and (2)].	11
(4)	Total number of students in the school as of October 1.	138
(5)	Total transferred students in row (3) divided by total students in row (4).	0.080
(6)	Amount in row (5) multiplied by 100.	7.971

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 2 %

Total Number of Students Served: 2

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u> </u> Specific Learning Disability
<u> </u> Emotional Disturbance	<u> </u> Speech or Language Impairment
<u> </u> Hearing Impairment	<u> </u> Traumatic Brain Injury
<u> </u> Mental Retardation	<u> </u> 1 Visual Impairment Including Blindness
<u> </u> Multiple Disabilities	<u> </u> 1 Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>1</u>	<u> </u>
Classroom teachers	<u>8</u>	<u> </u>
Special resource teachers/specialists	<u> </u>	<u>6</u>
Paraprofessionals	<u> </u>	<u>3</u>
Support staff	<u>1</u>	<u>2</u>
Total number	<u>10</u>	<u>11</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 12 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Daily student attendance	95%	95%	95%	95%	95%
Daily teacher attendance	96%	98%	97%	98%	99%
Teacher turnover rate	12%	0%	25%	25%	30%
Student dropout rate	%	%	%	%	%

Please provide all explanations below.

During the last five years only a few teachers have left the school. Because of the small number of teachers, just a few changes create a high percentage of turnover. Reasons for leaving include moving out of the area, leaving to raise children, changing career, seeking higher pay.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2009 are doing as of the Fall 2009.

Graduating class size	_____	%
Enrolled in a 4-year college or university	_____	%
Enrolled in a community college	_____	%
Enrolled in vocational training	_____	%
Found employment	_____	%
Military service	_____	%
Other (travel, staying home, etc.)	_____	%
Unknown	_____	%
Total	_____	%

PART III - SUMMARY

The mission and vision of Our Lady Star of the Sea School is the guiding force in its efforts to teach a culturally diverse student body, within a Catholic faith tradition and with a strong focus on academic excellence. Our Lady Star of the Sea School (OLSS) has been dedicated to developing spiritual growth, strength of character and excellence in academics for its students since the doors opened in 1966, under the administration of the Ursuline Sisters of Tildonk, Belgium. Following the vision of its founders, OLSS has become a high performing, multicultural school, drawing students from Stamford neighborhoods, as well as the surrounding towns of Norwalk, Darien and Bridgeport. A unique "enrollment channel" into pre-kindergarten is the Little Schooners program, an on-site developmental and care program for two year-olds. This program is very attractive to parents, since there are no similar programs available for this age in the area. The Schooners program flows naturally into a familiar Pre-K 3 school environment. OLSS is fully accredited by the New England Association of Schools and Colleges.

Our Lady Star of the Sea School offers students the advantage of a deeply enriched curriculum, a unique focus on environmental studies and a broadly educated, experienced and unusually dedicated staff of teachers and teacher aides. The school's mission statement is visible daily in our student body which includes families from Haiti, France, Slovakia, Italy, Africa, Ireland, Guatemala, the Dominican Republic, Mexico, Peru, Honduras, Chile, Jamaica and others. Each school day begins with prayers together and is conducted within a values framework, emphasizing mutual respect, honesty, cultivating one's talents and capabilities, care for each other, sharing and service. Parents, both Catholic and non-Catholic, choose OLSS because the school's mission supports their greatest desires for their children: to be nurtured in their individuality, to be encouraged in life-long habits of learning, to be formed in values and nurtured in religious faith and practices.

Our Lady Star of the Sea School charts a course for excellence by challenging its students not only to reach for the stars but to become the stars they are destined to be. The school's motto, "I am Christ's reflection", points the way. OLSS students are encouraged to accomplish their very best through the well-founded, highly organized, integrated curriculum, presented by a highly qualified faculty. The majority hold advanced degrees and a state teaching certificate. Two teachers are continuing their work on a Masters degree. Each faculty member is experienced in teaching at the primary and elementary level. The faculty is provided with opportunities for ongoing professional development in the newest research-based educational practices and materials, both by the school and by the Diocese.

In the last few years the curriculum has been mapped using National and Connecticut standards, to insure complete coverage, ongoing assessment and re-teaching, and continuity, grade by grade. Teachers, beginning at Grade K, have created a Language Arts instructional block and a Writing block, which daily organize integrated instruction, and allow for the integration of selected topics, readings and activities from Science and Social Studies. The curriculum includes weekly instruction in Art, Music, Hands-on Science, Technology, Spanish, Library Skills and Physical Education. The students also benefit from the services of a Guidance Counselor and a Learning Specialist, as needed.

A unique and valued attribute is the school's seaside campus location, which becomes a natural laboratory for environmental studies, including biology, botany, ecology and conservation. Action to protect the earth's resources, and the study and appreciation of God's creation are all keys in this learning process. A local environmental study agency continues to conduct age-appropriate environmental and conservation enrichment programs. These are part of the set of enrichment programs which the OLSS Home and School Association (HSA) supports financially through its fundraising activities.

The Home and School Association of Our Lady Star of the Sea sponsors events during the year that help supplement the school budget. Through their efforts we have recently installed safety wall pads in the OLSS parish hall, used during the week for Physical Education classes, assemblies and after school activities. The HSA has also assisted the school in paying the salary of a part-time school nurse, enabling nursing

coverage every school day. Through the efforts of the HSA, we are acquiring two new SMART boards this year.

Our Lady Star of the Sea School is strengthened in mission effectiveness by a governance model which features membership in a consortium of four schools with shared professional services in finance, development, and marketing. A representative Schools Advisory Board oversees general operations and supports the schools with advice, recommendations and planning.

PART IV - INDICATORS OF ACADEMIC SUCCESS

1. **Assessment Results:**

Our Lady Star of the Sea School uses the Iowa Tests of Basic Skills (ITBS) in Grades 2-5 yearly, to measure academic achievement, individually and by grade, to determine programmatic strengths and weaknesses, and to make data-driven decisions (D3M) regarding curriculum and instruction, which can lead to greater student achievement.

In 2005-2006 the student population changed when OLSS welcomed nine new students from a closed inner city school. The principal and faculty examined their records and used data-driven decision making (D3M) strategies to settle on a set of remediation procedures in both reading and in Math. This plan also included the purchase of a new reading program, featuring an integrated approach. The faculty also provided increased individualized support for these students, resulting in a rise in ITBS scores in the following years.

In the last two years the test data indicated significant gains in Reading and moderate gains in Math with scores of one and a half to two years above grade level. In 2007, Grade Four used a criterion-referenced benchmark test in Math to evaluate the effect of the new standards-based curriculum maps. The majority of students scored 85% or higher on this test.

Our Lady Star of the Sea students are encouraged to reach their highest potential. The standardized test results may indicate the need for the support of a resource teacher in our after school program or additional testing by the diocesan learning specialist. Accelerated students are provided with appropriate enrichment and challenge materials to broaden the daily instructional program.

2. **Using Assessment Results:**

The OLSS principal and faculty study the standardized test scores and the results of other types of assessment for each student relative to the learning program: interim assessments, benchmark assessments, progress reports, and anecdotal records of classroom performance. Using the D3M model, instructional strategies and learning materials are adjusted to improve student achievement.

In a recent analysis, the faculty determined that Math scores on the Iowa Tests of Basic Skills were lower than the level of student learning demonstrated in the classroom. The difference appeared to be related to the regular classroom requirement to show the computing work in problem solving. A S.M.A.R.T. goal (Specific, Measurable, Action-oriented, Realistic, Time-bound) was developed to increase computation scores 5 percentile points by requiring students to show their computation work when taking the Iowa Tests. Scores improved significantly at each grade level by following this plan.

Second grade students at OLSS also take the Iowa Tests in Math and Reading, although in the Diocese of Bridgeport standardized testing usually starts in the third grade. In the past when the scores of the third graders were reviewed, they were lower than ideal, primarily because the third graders were not used to taking standardized tests. For this reason the school has begun to give the Iowa Tests to second graders under certain conditions. The tests are untimed and read by the teacher; this has proven to be a more "student friendly" way to introduce standardized testing.

3. **Communicating Assessment Results:**

The communication of test results to parents and the ongoing conversation between parents and teachers is crucial to the student's academic progress. The parent-teacher partnership relies on openness and cooperative

action on behalf of the student and his/her learning program. OLSS teachers seek to inform parents by means of informal written and verbal updates as well as the more formal progress reports and parent/teacher conferences. The parents receive a formal pre-printed individual result of their child's Iowa Test scores, which includes an explanation of the scores. The principal and the teacher are available to any parent for details on scoring and further explanation, as necessary. Individual conferences are scheduled for parents of students who score below level and a plan for improvement is developed. Ongoing monitoring of the remediation process with the parents is considered crucial.

In 2007 - 2008, Our Lady Star of the Sea conducted a survey as part of its NEASC Accreditation Process, focused on various aspects of school life. When asked if "there is sufficient opportunity for parents to communicate with the school", 100% of parents responded that they agreed or strongly agreed that there was. In addition, 83% of respondents agreed or strongly agreed that OLSS "takes into consideration the needs, learning styles, and characteristics of students"; 100% agreed or strongly agreed that "the methods used to evaluate students are clear, fair, and helpful"; and 83% agreed or strongly agreed that OLSS "has sufficient resources" to meet students' educational needs.

4. Sharing Success:

Our Lady Star of the Sea is part of the Diocese of Bridgeport which educates approximately 11,000 students from Pre-K through Grade 12, registered in 39 schools throughout Fairfield County, Connecticut. The "good news" of OLSS's high performing teachers and students, the many innovative enrichment programs it provides and the quality of care and respect for each child and family are well known in the community. The primary source of new students is by word of mouth.

OLSS is part of the Stamford, CT "cluster" of four local Catholic schools. At the monthly School Advisory Board meetings, the schools share academic successes, best practices, marketing strategies and business issues. Teachers meet regularly with other Stamford "cluster" schools to discuss topics such as literacy, curriculum mapping issues, and the integration of Technology. The Diocesan-wide curriculum mapping initiative allows teachers to become a community of learners to improve instruction. The collaboration among the four "cluster" schools in Stamford insures a high quality curriculum and truly effective teaching and learning for all.

In the Spring of 2009 the Stamford cluster of Catholic Schools hired a part-time marketing consultant to assist the schools in sharing our educational success stories. OLSS has been working with him, and a liaison to the Stamford newspaper, to connect with the public to share the schools' educational success stories. After the Open House in October our school received several serious inquiries regarding enrollment for next year; and we have welcomed five new students for this school year, so far.

The nomination of OLSS as a Blue Ribbon school and the possibility that this school will be recognized by the US Department of Education with a Blue Ribbon is raising hopes that this great school, where great learning for life takes place everyday, will grow and flourish as a beacon of hope for the future. We will continue to invite the public to Open House events, to raise the level of awareness of what it takes to successfully assist students to reach their potential. The Blue Ribbon calls upon the recipient school to continue to rise to new levels of competence in service to student success in learning. It will be a privilege as a Blue Ribbon recipient to welcome that challenge.

PART V - CURRICULUM AND INSTRUCTION

1. Curriculum:

The Our Lady Star of the Sea learning program is mission driven, experiential, integrated and responsive in methodology to student needs. The teachers, teacher aides, and "specials" instructors are a highly motivated group dedicated to innovative and practical learning activities that work. Curriculum and instruction are guided by the curriculum maps of the Diocese of Bridgeport, which are based on Connecticut and National Education Standards. The teachers, teacher aides, and "specials" instructors are enthusiastic, since most of them participated in the development of the curriculum maps within the last several years. Curriculum mapping is a research based activity which collects and organizes education standards, effective teaching methods, and assessments of student learning into a coherent educational approach. Use of curriculum maps insures that what students are taught is standards-based, sequential, tested and is re-taught, if necessary. The curriculum maps allow the principal and teachers to monitor the learning program in the school and to check for complete coverage and levels of student progress. Through vertical articulation the faculty can assure that in going from grade to grade, nothing is left out.

The curriculum maps used at OLSS have raised the level of learning for students. For example, beginning in 2006, at the fifth grade level, reading percentile scores rose dramatically from a 63% total score to 83% in 2008 and remained at 83% with the next fifth grade in 2009. The consistency in teaching and learning brought about by the curriculum mapping process, has certainly contributed to this extraordinary gain. The curriculum maps are on-line and available for parent review.

Religion is at the heart of teaching and learning at Our Lady Star of the Sea School. A systematic, multifaceted program in Religion is in place at OLSS. The students learn about their faith in prayer, in song, in stories of Jesus, the apostles and the saints. They celebrate their relationship with God in the world God created, and continues to create. They learn to value, to respect, to enjoy and to love the gifts of nature and of the people in their lives. The seasons of the Church year, its major feasts, its devotions and prayers are all part of their religious studies program. They also become familiar with the religious customs of their classmates who are not Catholic, and yet know God in another way. The students celebrate the Liturgy together, serving proudly and reverently in roles usually filled by their elders. All the pedagogical principles found in the regular curriculum are employed to enrich religious studies, as well.

The Math program in the pre-school years is experiential. In the early grades students continue to use manipulatives to explore and to support the learning of Math facts, concepts and basic operations, and the development of computation skills. The overarching goal at the core of Math teaching and learning at OLSS, is that the student will learn to think mathematically by developing problem solving strategies, critical thinking skills and life skills, as they relate to Math. As students proceed through the grades, there is an emphasis on automaticity: memorizing and practicing Math facts until they are automatic, thus freeing the student to concentrate on the complexities of problem solving.

The Social Studies curriculum begins with local family, neighborhood and community topics and continues through the early grades with the development of topics related to the city, geographic region and the beginnings of our country. Since the OLSS student body is so diverse, representing many cultures and countries of the world, students are encouraged in projects presenting aspects of their heritage and customs. The integrated nature of the Language Arts program facilitates the correlation of some projects with Language Arts learning, through written essays and spoken presentations. The classroom teachers also collaborate with the Music and Art teachers to enhance those aspects of Social Studies being explored by the students. Working as a professional learning community (PLC) in the spirit of Rick Dufour, principals and teachers are presently completing the Diocesan Social Studies maps, complete with assessments. These will be ready for use in this school year.

The students are enriched by weekly classes in Music, Art, Physical Education, Technology, Spanish and Library skills. These "specials" programs generally meet once a week. The students study Spanish which includes songs, short sentences, naming words and the stories of various Hispanic cultures. There are many students in the OLSS student body from various countries in Central and South America. The Art program encourages students to develop their expressive skills using various Art media. They develop their talents and skills around seasonal themes and in projects related to other aspects of their learning program. The Art and Technology teachers collaborate to assist students with computer drawing and graphics. The Technology program provides students and teachers with skills to complete projects, reports, and presentations. Students at the earliest grade levels start with keyboarding. The Music program encourages students to develop their creative listening and singing talents. They are exposed to many different styles of music. The students participate in two music concerts yearly, giving them a sense of poise and confidence in performing before an audience. The Physical Education program focuses on habits and capabilities which strengthen the body and contribute to the overall good health of the student. Students in grades Kindergarten through Grade Five participate in the President's Physical Fitness Testing. The Library Skills program teaches students the organization of library materials, how to access information and fosters the enjoyment of reading.

The after school offerings include Chess, Dance, Karate, organized games and other seasonal enrichment sessions.

2a. (Elementary Schools) Reading:

(This question is for elementary schools only)

The Reading/ELA Program is taught in an integrated time block where connections are the order of the day. Each teacher has also instituted a writing time block, through which they nurture creativity while supporting the learning of the writing conventions. Students receive direct instruction in phonics, vocabulary development, comprehension strategies, text interpretation and predicting outcomes. Students are grouped and re-grouped in a dynamic process that involves ongoing observation and assessment according to their levels of achievement and learning needs. The Developmental Reading Assessments (DRA) and the Rigby program assessments help teachers focus on areas to be taught or strengthened in order to assist students farther along the path of independence in reading.

In the early years, in Pre-K and Kindergarten, the reading program focuses on Readiness for Reading, with exercises using rhyming words and the sounds of letters at the beginning, middle and end of words. The students are read to often, even several times a day; reading to students firmly establishes the connection between the written word and the spoken word. The students use their imaginations to visualize parts of the story, and thus increase in concentration, make connections and deepen their understanding.

Teachers know that an avid reader usually develops into an excellent writer and author. This premise is exemplified during the writing block time which presents many opportunities to follow up on reading, to learn the writing process and to put the process to use in the creation of written pieces in the various genre.

At OLSS reading instruction is all about connections. The Literacy block and the Writing block that have been established in each class from Kindergarten on, enable the teachers, in this extended time block, to make connections between reading and writing, as they teach phonics skills, comprehension strategies, and the different written "ways" to convey meaning.

At OLSS there is a natural Reading and Language Arts connection to Literature and Social Studies. The integration of these subjects benefits the students by providing depth of learning. Reading comprehension skills are monitored to ensure that students can understand and apply what they read.

3. Additional Curriculum Area:

In 2008 a new Science curriculum map was compiled in the Diocese for elementary schools. The methodology features a hands-on approach and fosters an appreciation of the wonders of God's creation and a respect and care for the environment. The curriculum map proposes teaching and learning in the four main areas of Science/Technology, Earth, Life and Physical science; selected topics are sometimes integrated into the literacy and writing blocks in Language Arts. The Hands-on Science program connects to the real world of Science learning through observation, experimentation, and reporting. In this school year we are planning the purchase of Science activity kits to support this hands-on integrated Science approach.

The Science teacher attended a summer course in 2009 which explored the recommendations of the National Science Teachers Association (NSTA) regarding Science teaching and learning. NSTA recommends the Inquiry approach to Science, which includes exploration, reporting of observations, suggesting an explanation or thesis, testing the thesis by experimentation, documenting the results and expressing a conclusion.

The accompanying workshops for the teacher were primarily focused on the physical science topics of Electricity and Magnetism, which are Grade Four topics in the state standards and in the school's curriculum maps. The teacher has already laid the groundwork for these topics and we are planning the purchase of materials that will lend toward an inquiry approach in instruction.

A major focus for Science instruction at Our Lady Star of the Sea school is the school's seacoast location at Long Island Sound. Each year the students engage in exploration activities at the water under the direction of their teachers and of a consultant from the Stamford-based SoundWater Corporation. Students are provided with water-testing materials and regularly assess and chart out water quality issues, including pH, mineral content, and temperature. Through related activities and readings the students become aware of environmental issues that affect the water and of the larger life-cycle issues of the Sound, and of the planet as a whole.

The students at OLSS also study Weather, and how it affects the environment and all living things. The local weather reporter joins groups of OLSS students and provides a customized lesson plan which includes a synopsis of historical weather patterns and how they can be used to predict future weather. The topics are integrated into the curriculum and are continued throughout the year.

Students also visit a local environmentally-related water processing facility and the recycling center, where they gain an understanding of how materials can be re-purposed versus discarded. These activities have enriched the students' understanding of their impact on the earth, and have empowered them to assume responsibility for the earth, within their sphere of influence.

The environmental activities that are possible in our location add to the richness of the students' Catholic school experience, since our Church has emphasized the role of Catholics as Stewards of the Earth in recent Church documents. The students' extensive experience with their local ecosystem teaches them how it is related to the larger ecosystem and to the larger world.

4. Instructional Methods:

The OLSS faculty places importance on cultivating the conditions which foster learning in each student. The more we know about how a student learns, the more we enhance our ability to initiate meaningful and effective learning activities. When planning learning activities the teachers at OLSS try to accommodate as many student learning preferences as they can. Teachers vary their approaches to set the stage for learning according to the subject matter of the day. Some lessons are best learned in a large group, featuring repetition and competition. Other lessons need small cooperative groups where learning preferences and talents can be accommodated. Some children learn best alone, where there is little distraction .

While it is important to plan strategies to differentiate instruction according to student capabilities, it is equally important to accommodate learning styles and student interests. Another factor in the learning "mix" is the need to choose strategies and words that elicit higher order thinking and more complex responses. The principal and teachers strive to create learning opportunities that include a cross section of these important elements so that students can find a learning path that respects their learning needs and capabilities and also that challenges their interests and thresholds for learning.

At Our Lady Star of the Sea, teachers can be observed presenting well-rounded lessons that address different abilities and learning styles. Teachers take into account the whole child: intellectually, spiritually, emotionally and socially. Students are taught to think. Different subjects often demand a different type of thinking and of response. Various instructional methods are used : questions, demonstrations, brainstorming, cooperative learning, to name a few.

The OLSS teachers incorporate balanced literacy as an instructional platform. Reading, writing, speaking and listening are integrated into the learning plans. Students are encouraged to look for key words to solve math problems. They use graphic organizers to develop their ideas for different types of writing assignments. Students incorporate Art, Music and Technology in presenting a book report. Teachers encourage students to think creatively and to explore new ideas, making learning richer and memorable. At OLSS, the faculty team believes that it is essential that the student conditions for quality learning be discovered, for every child, and that these conditions be respected and planned for each and every child.

5. Professional Development:

High quality professional development for faculty members is ongoing and required. The Diocese of Bridgeport sponsors days of professional development focused on educational topics that are current, and which contribute to the quality of teaching and learning in the classroom, for the benefit of the students. Some professional development at OLSS is focused on the actual needs of students and teachers here, at the local school and, therefore, directly promotes greater student achievement.

The Diocese provides an annual Teachers' Conference with a nationally recognized authority in teaching and learning. The curriculum mapping exercise which is in its fourth year is a true professional development activity in the best sense. Curriculum mapping assembles teachers from across the curriculum, for the purpose of reflecting on state standards and providing direction on content, methodology, and assessments. Through this experience the joint faculties become a large professional learning community (PLC) with a commonly understood language and educational purposes. They experience the same educational dynamics and have common language to describe educational approaches for students.

In 2007, and again in this school year, OLSS sponsored attendance for two teachers at a session focused on providing an educational program that is equitable and responsive to the needs of a legally blind child, enrolled in the Kindergarten here.

Our Lady Star of the Sea teachers are in their fourth year of working with a literacy coach to implement a balanced literacy curriculum which includes all aspects of Reading, English/ Language Arts and Writing. The literacy comprehension strategies that are used in all subject areas are posted in each classroom. The literacy coach meets with each teacher five times a year and does live demonstrations of new techniques or strategies recommended for use in the classroom. In turn the classroom teacher demonstrates teaching a learning segment in which she needs help. The coach offers assistance, resources and encouragement and follows up with the teacher on the next visit.

In the last three years there have been workshops on analyzing test scores, using Data-Driven Decisionmaking (D3M) and formulating and using S.M.A.R.T. goals. In 2007, the school purchased an interactive white board (Smart Board). Training was provided to all teachers. Using the Smart Board, the teachers access the

internet on the large screen to make learning come alive, and are able to access specific software to meet the needs of students. We are planning to purchase two more in the Spring of this year.

6. School Leadership:

Our Lady Star of the Sea School is a small, Catholic elementary school located on the property of Our Lady Star of the Sea Parish; the school was originally the parish elementary school. Within the last fourteen years OLSS has joined three other Catholic schools in the city of Stamford, CT, to form a consortium which shares professional services in business management and marketing, and is supported in its mission and its operations by a representative School Advisory Board (SAB). The principal oversees all the ordinary operations of the school and is the instructional leader of the school. The principal is also the primary link to the Home and School Association (HSA), which sponsors fundraisers and family events throughout the school year and a number of enrichment activities for the students, as well.

The Principal has eleven years of previous experience as a school principal preceded by a supervised internship in educational administration. More recently, the principal served for twenty years in Catholic school district-wide administrative positions. She is certified as a school administrator and as a school district administrator in both New York and Massachusetts, holds an Ed.M in the Diagnosis and Correction of Reading Disability, and has extensive graduate level coursework in teaching and learning issues and in school administration.

In her leadership role at OLSS, the principal works to create a learning community where the Mission of the school is promoted fully on behalf of the students and families who make up the school population. She meets with the faculty twice monthly to plan and work on the the implementation of previously set goals. She also works with the faculty group to address teaching/ learning issues that are arising. The principal consults with the faculty on future actions to improve the service that the school provides. She also meets with parents and with the HSA group to plan the yearly program, to plan monthly meetings, and with individual parents to assist in improved service for their child.

The principal supervises the education program in the school as a whole and in individual classrooms, to assure that teaching and learning is effective. She partners with teachers for improvement and coordinates assistance where needed. She is the living memory of what is most important daily, in order to accomplish the mission of the school.

PART VI - PRIVATE SCHOOL ADDENDUM

1. Private school association: Catholic
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2009-2010 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$5170</u> K	<u>\$5170</u> 1st	<u>\$5170</u> 2nd	<u>\$5170</u> 3rd	<u>\$5170</u> 4th	<u>\$5170</u> 5th
<u>\$0</u> 6th	<u>\$0</u> 7th	<u>\$0</u> 8th	<u>\$0</u> 9th	<u>\$0</u> 10th	<u>\$0</u> 11th
<u>\$0</u> 12th	<u>\$0</u> Other				

4. What is the educational cost per student? \$ 7279 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 1000
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?
0 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?
20 %

PART VII - ASSESSMENT RESULTS

ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics

Grade: 2 Test: Iowa Tests of Basic Skills

Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company

Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	63	68	57	45	55
Number of students tested	16	20	18	24	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 2 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	77	77	75	68	74
Number of students tested	16	20	18	24	21
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 3 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	68	75	61	58	69
Number of students tested	18	15	18	21	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 3 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	77	67	64	57	66
Number of students tested	18	15	18	21	15
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 4 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	80	76	75	73	53
Number of students tested	11	17	18	16	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 4 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	76	72	75	68	68
Number of students tested	11	17	18	16	14
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Mathematics Grade: 5 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Mar	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	76	84	74	48	70
Number of students tested	14	17	16	13	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes:

Subject: Reading Grade: 5 Test: Iowa Tests of Basic Skills
Edition/Publication Year: 2001-2002 Publisher: Riverside Publishing Company
Scores are reported here as: Percentiles

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
Testing month	Mar	Feb	Mar	Mar	Feb
SCHOOL SCORES					
Average Score	83	83	78	63	71
Number of students tested	14	17	16	13	17
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Socio-Economic Disadvantaged/Free and Reduced-Price Meal Students					
Average Score					
Number of students tested					
2. African American Students					
Average Score					
Number of students tested					
3. Hispanic or Latino Students					
Average Score					
Number of students tested					
4. Special Education Students					
Average Score					
Number of students tested					
5. Limited English Proficient Students					
Average Score					
Number of students tested					
6. Largest Other Subgroup					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2008-2009	2007-2008	2006-2007	2005-2006	2004-2005
NATIONAL MEAN SCORE					
NATIONAL STANDARD DEVIATION					

Notes: